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tion of Independence and twenty-four lessons on the Constitution of the United States. Each section of these two documents is presented in simplified form, immediately followed by the original text.

It is intended that this part of the *Federal Citizenship Textbook* shall place before the candidates for naturalization in the public schools who are on the threshold of American citizenship an opportunity to catch the spirit of these two expressions of the greatest of all governmental aspirations [p. 3].

The important words are listed at the beginning of each lesson, duly inflected, that they may serve as a spelling lesson and aid in the development of the vocabulary of the prospective citizen. Before taking up the study of the Constitution a "Short History of America to the Time the Constitution Was Adopted (1492 to 1789)" is presented in order to give the individual a sufficient background for further study. Accompanying the text is a large diagram illustrating the different departments of our government in their relation to each other.

The lessons are simple and well adapted for instruction in citizenship. The text will serve not only as a valuable course of instruction for use in the public schools for candidates for citizenship, but also as an excellent guide in the home for training foreign-born men and women in the ideals and principles of our democracy.

W. D. BOWMAN

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*The American government.*—Authors of books on American government have disagreed both as to what should be included in such a text and as to what should be known by good American citizens. Some authors have written for the student of American government who is interested in gaining a full and exhaustive account of the history and development of American governmental machinery, while others have been interested in presenting only those factors of government with which the average citizen should be acquainted.

The aim and scope of a recent book<sup>1</sup> on the American government are summarized in the following quotation:

The aim is to present in brief compass a general view of American government. The needs and interests of the average American citizen and voter have been kept in mind. While the work cannot go into complete detail, nevertheless, it attempts to give a broad survey of the vital factors in our national, state, city, and town government [p. ii].

The general topics and the order of their treatment are similar to those in other books on American government. The author begins his discussion with a short treatise on the English origins of our government and follows that discussion with a review of the formation of the union between the thirteen colonies. Other chapters deal with "The National and State Constitutions,"

<sup>1</sup> KENNETH COLGROVE, *American Citizens and Their Government*. New York: Abingdon Press, 1921. Pp. 333.

"Citizenship and Suffrage," "Political Parties," "The President," "Congress," "National Administration," etc., the discussion closing with "A Review of Government Progress." The essential difference between this book and many others in the same field is the copious treatment of the more general topics. The method of treatment may be illustrated by a quotation from the chapter on "State Welfare and Administration."

The work of the states in the promotion of the public welfare may be described under nine heads: (1) education, (2) vocational training, (3) public health, (4) charities and correction, (5) business protection and regulation, (6) labor conditions, (7) military and police, (8) public property and the conservation of natural resources, and (9) taxation and finance [pp. 233-34].

Nineteen pages are then devoted to separate discussions of each division.

As a book giving a broad and general survey of some of the more important factors of American government, it may well be commended. As a book supplying the needs of the "average" American, it can hardly be said to suffice. It seems that before the needs of the good citizen can be met, the specific qualities and needs of the good citizen should first be more specifically defined.

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JAMES VAUGHN

*Value of Latin and Greek.*—The controversy between those in favor of the study of the classical languages and those opposed to such study is an old one. For more than a hundred years this topic has been debated, each side trying to bring some new evidence to bear in its favor. Attention to this subject has been stimulated recently by an investigation of the General Education Board, which is attempting to find the definite aims and objectives for the teaching of high-school Latin. For this reason there will be considerable interest in a new volume<sup>1</sup> which is presented with the following aims in view:

[The book] endeavors to bring together the best that has been written on both sides of the old controversy over the value of the study of Latin and Greek languages, to give biographical references to a wider field of the best literature on the question, and to include debators' briefs in which the whole argument on each side is presented in skeleton form [p. vi].

The author has undertaken to eliminate the bitterness and slurs which have too often accompanied these discussions, giving as far as possible all of the facts and best opinions on both sides of the question.

Both affirmative and negative briefs are given for the question, "Resolved, that a wise choice of studies in high school or college would include Latin (and Greek)."<sup>2</sup> Complete bibliographies are followed by an introduction in which Mr. Beman shows that in American public high schools the percentage of pupils studying Latin has changed from 34 per cent in 1890 to 50 per cent in 1900 and back to 37 per cent in 1915. The figures for Greek are 3 per cent of the total number of pupils in 1890 and .29 per cent in 1915.

<sup>1</sup> LAMAR T. BEMAN, *Selected Articles on the Study of Latin and Greek*. "The Handbook Series." New York: H. W. Wilson Co., 1921. Pp. li+237.